

RIDE Professional Practice (Teachers) Working Group  
Meeting #3 – Guiding Document  
August 18, 2010, Room 408

### Meeting Objectives

- Reach consensus regarding the domains and competencies in the revised teacher professional practice framework.
- Begin providing direction for the ideal structure of the professional practice rubric.

### Agenda

- *Update:* Synthesis of working group work to date and summary of ACEES feedback to working group progress
- *Discuss:* Revised draft of teacher professional practice framework
- *Decide:* The final set of domains and competencies that will make up the RI Model's framework for teacher professional practice

### Guiding Questions for Discussion

- Engagement is a common thread throughout many competencies. Should this be an additional domain? Do
- What competencies are unclear and why? Are they too synthesized? too vague? too broad? too descriptive?
- Does the amount of competencies seem right? Are there too many? too few? Are there any that seem redundant?
- Is there anything missing from this framework?

### Guiding Principles

All professional practices included in the RI Model should be:

1. Grounded in real-world practice (i.e., address practical tasks);
2. Crafted in such a way that maximally benefits the students of Rhode Island;
3. Articulated as concretely and specifically as possible in order to ensure fairness and consistency;
4. Observable over the course of reasonable and normal professional interactions with the educator or assessable based on transparent and professionally gathered data; and
5. Fair, accurate, and consistent.

In addition, the Teacher Professional Practices included in the RI Model should:

6. Be aligned with the state's school accountability system, the Rhode Island Professional Teaching Standards (RIPTS), and the INTASC standards;
7. Establish a common understanding of the skill- and knowledge-based expectations for all Rhode Island teachers, other than teacher impact on student learning outcomes;
8. Be student-centered whenever possible (i.e., be described in terms that focuses on what the students are doing, not what the teacher is doing); and
9. Apply to all teachers regardless of experience level or grade level and subject area taught.

## **Working Group Charge**

The Teacher Professional Practice working group will define the elements of teacher professional practice (including content knowledge) to be assessed as part of a teacher's evaluation, as well as the indicators used to measure each element, and establish a rubric that delineates performance standards at each level. In addition, the group will gather feedback on the way information about teachers' professional practices should be included in the Rhode Island Model (RI Model).

Note: This working group will focus on the professional practice of classroom teachers. While the RI Model will eventually cover support staff (counselors, library media specialists, social workers, etc) as well, RIDE will focus first on classroom teacher and building administrator evaluations for roll out in the 2011-12 school year, with a staggered timeline for development and implementation of the evaluation systems for school support staff and district administration.